

Voices: Turkish Students' Perceptions Regarding the Role of Supplementary Courses on Academic Achievement

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ABSTRACT This study aimed to explain perception and place of private establishments preparing students for various exams, in educational sector. A non-experimental quantitative method used for collecting data. Likert scale questionnaire applied to the students. The questionnaire applied to preparatory and first class students of the public and private universities. The participants of the study were 3321 public, private, vocational, science high school graduates, 2327 of them were boys and 994 of them were girls. 356 of the participants were in the rank of first 1000 and the rest of the participants were not in the first 1000. Data were analyzed by using SPSS 17 packet program and means, and standard deviations for each item were calculated. The results of the study showed that participants had a positive perception about existence and function of private establishments preparing students for various exams.

INTRODUCTION

It can be said that reinforcement and preparation courses appear to be as formations appealed by the students to get support for achieving different goals and are the educational institutions with the aim of supporting educational process. According to National Education Law "preparation and reinforce courses" are evaluated in the common public education category in Turkey (Communications Journal 2010). According to the Article 18 of National Education Basic Law: Turkish National Education system, including formal and non-formal education, consists of two main parts. For example; formal education consists of pre-school education, primary education, and secondary education and higher education institutions. Non-formal education comprises all educational activities organized with and out of the formal education. General Directorate of Private Education Institutions referred to in the Article 13 (2011) of Decree Law on the Organization and Duties of the Ministry of Education: It is clearly stated that it is in charge of allowing the opening of private education institutions at all levels out of the higher education, in cooperation with the relevant departments of the Ministry and inspecting them.

Ministry of National Education (MoNE) in Regulation of Non-formal Educational Institutions (2012) explained that non-formal education as its purposes and functions: means all at various time and levels of lifelong education, teaching, production, guidance activities providing economic, social and cultural develop-

ment of the individuals having never got into the education system, at any level of the formal education system, having left or completed, in accordance with their interest, desire and ability. In the Article 5 of the relevant regulation, "requirement compliance and voluntary basis" are involved among the non-formal education principles. In this respect, it can be said that individuals are in an effort to make preparation in accordance with their needs and to attain their objectives, resorting to get a preparation and reinforce course with the formal education ongoing on a voluntary basis.

Considering the education level in developed countries, although there isn't any negative results similar to those in Turkey, their best support to non-formal education, preparation and reinforce courses illustrates their educational perception and the development level. Restriction of the preparation and reinforcement courses can reduce the already low education level to further negative points, fall the qualification of the students entering the university and can cause that Turkey remains behind in the era of science and technology.

This study is important to specify that due to education right, education level in Turkey, excess number of the students, place of preparation and reinforce courses and limit of entrance quota in the university, preparation and reinforce courses are a need resulting from current circumstances.

It can't be said that there are a lot of studies into the perception of preparation and reinforce courses in Turkey. It is thought that these stud-

ies can contribute to correctly present the perception on reinforce course, student, teacher, parent, Ministry of National Education officials and those who have the ruling power to approach the matter from more healthier perspective. On the other hand, it is foreseen to contribute to the need of taking more accurate decisions on behalf of Turkish education system, analyzing the reasons of being of the preparation and reinforce courses with this study.

The aim in this study is the idea of emphasizing the teaching activities contributing to formal education, presenting the perception of preparation and reinforce course (classroom) in Turkey and by presenting the perception of the students in the center of education activities, helping to take more accurate decisions on Turkish education system.

Literature Review

It can be said that the emergence of teaching and learning phenomenon one way or another is as old as the human history. As Soccio (2010) pointed out, due to the need for qualified people, in the 5th century BC. Sophists sought to provide training in such areas as rhetoric, drama, politics, and theater in exchange for money. Without belonging to a noble family, anyone having money had the right of education. In this respect, the fact that Sophists gave an opportunity for their development by providing course for certain sum to the students can be said to be similar to the logic of private educational institutions. It can be concluded that education activities, only on individual demand, were made in the form of "private education" since there wasn't any organized structures such as school in ancient times. According to Giorgos Hagitegas, one of the founders of Enesco (European Courses Organization), classroom training goes back to the Sumerians where the human history began 4000 years ago (Toder 2012).

Children born in the dynamic cultural values, over time, by providing continuity and flexibility to these values through education, teach new values convenient to the requirements of actual conditions and for the future. Education, as well as bringing knowledge, skills to the individuals, strives to produce value contributing the community to live together and to continue its development, prevent the dispersion of actual values and reconcile the old with the new values.

Similarly, as education level, opinions, feelings, moral attitudes in individuals develop, the education given to the children and the young also makes progress and develops (Varis 1994).

According to Senemoglu (1997) education is related to the feeding process of human personality and the human capital investment, and in more general meaning the process of creating or changing the desired behavior, the transfer of the values filtered of the society, moral standards, knowledge and skills to future generations. According to Erturk (1998), education is the desired changes process in the behavior of individuals as a result of their interaction with the environment; and according to Demirel (2005) it is the name of all kinds of processes changing human behavior and in this respect, education is, with its most general meaning, the process of changing the behavior of the individual.

According to Piaget (1977), student interacting with his environment builds his own world in his mind in the process of cognitive development and builds his mental structure as a result of his personal experiences, his perception and interpretation of the knowledge. In this respect, it must be given the opportunity for students to interact with different social environments. In the model of learning put forward by Vygotsky (1967), environment is a critical "actor" in the learning process. Belief in the essential role of environment in learning resulted in the classification of his theory as a theory of social development. In this respect, students must be given the opportunity for sharing knowledge and skills, interacting with different environments and different peers by creating enriched learning environments.

In our time, it can be said that specialization, having knowledge and skills in certain areas are thought important, and in this respect, even for the most simple tasks gaining a certain expertise and professional skill are given a lot of importance. The qualifications required for people to find job are slightly increasing day by day. In this respect, it can be understood that individuals need to get better education to have a certain professional skill, keep up with new developments and renew themselves. At this point, it can be said that individuals pave the way for classroom phenomenon by heading towards private education institutions, preparation and reinforce courses, that is, classrooms with the intention of better education and within the possibilities they have.

As Koc pointed out (2007), assisting the development of individuals in accordance with modern conditions has been adopted by supporting non-formal education institutions, reinforce courses with the idea of supporting non-formal education under European Union Lifelong Learning. At this point, it can be clearly stated that considering the scientific and technological development level of the developed countries, all kinds of support should also be given to non-formal education institutions in our country without any limitation. According to Ocak (1999:8), "today, private teaching institution phenomenon revealing itself everywhere is another aspect of globalization reflecting in Turkish National Education." It can be said that students see receiving support from classrooms as a need for removing deficiencies, improve achievement, being able to go to a better department, classroom or school, finding a good job in the workplace, increasing their preferability and due to their worries about future.

While the number of candidates willing to study at a university rapidly increases, the increase in the number of university doesn't meet the requirements. This situation isn't unique to us. Even in the countries with high percentage of university such as USA and Japan, there is a fierce race among the students to enter university. For example, in Japan, 80% of male students and 86% female students in fifth grade are taking additional courses to enter university. "In consequence of these efforts for university entrance, about 36% of the students can enter university" (Erdogan 2000: 227). For higher education, students are selected as a result of an academic ability test, a particular field test measuring the success and the examination of school files (Demirel 2000).

According to Tugep (2011) there are courses aiming at reinforcing the learning process in the countries such as USA, Japan, South Korea, Australia, Spain, Italy, Israel, Greece. For example, in Greece, approximately three thousand reinforce courses supporting secondary and higher education are available. According to Joon-hee (2011), the chairman of Time Education, more than 70% of students in primary, secondary and high school, one way or another, go to classroom to support classroom education or education based on, under the name of in South Korea, private education system. While in South Korea, the number of institutions providing pri-

ivate education was 381 in 1980, this number reached 31.000 in 2007. At this point, Dawson (2010) expresses his views by saying "a classroom constitutes 25 per cent of additional courses in Germany" (as cited in Toder 2012). In South Korea, higher education institutions take into account criteria such as preparatory courses, portfolio reviews, extracurricular activities and a letter of recommendation as well as university entrance exam during student admission (NUF-FEC 2011). Korean families who want to secure the future of their children see Higher Education Scientific Aptitude Test as a life or death issue. Therefore, families prepare children for these examinations starting with preschool (Card 2005).

In Japan, it is necessary to graduate from high school and attain a certain score for admission to university. Some universities have begun to increasingly use different admission standards (Aksu 2009). According to Arik (2011), with reference to education structure of different countries: applications are made according to General Certificate of Education (GCE) considered as England High School Graduation Exams and Advanced Diploma (curriculum designed to meet the needs of employers and universities) exam results. Students enter General Certificate of Secondary Education (GCSE) exam by choosing from curriculum subjects in accordance with the field they have chosen in 10th and 11th training year. After the age of 16, for direct university entrance GCE exam is practiced involving new curriculum. University departments state certain issues and the least score to be attained under the entry condition. In the United States, there were about 600 government-owned and 1800 private higher education institutions in 2004. Higher Education institutions choose the students themselves. While admitting the students, their secondary grades, scores of the general aptitude and achievement tests, across the country, such as G.R.E. (Graduate record examination) and G.M.A.T. (Graduate management admission test) and the letters of recommendation from faculty members are taken into account. There are other universities organizing a separate entrance exam apart from these documents (Harmanci 2011).

According to Duman (1984), from 1930s until the mid-1960s, private education institutions operated more as reinforce courses appealing to the students with poor lessons, failing make up examination, wanting to finish an open school and preparing for high school final exam and civ-

il maturity exam. In modern sense, exam preparation-based private courses have begun to spread since the mid-1960s. In the expansion of this kind of classrooms, that the ever-increasing demand for higher education has played an important role in getting more irrecoverable. When numbers are analyzed, while higher education acceptance rate was 75% in the early 1960s, this ratio fell under 15% in 1980s. It can be said that with the increase in the number of students, quota limitation and the competition resulting from this are the factors increasing the interest in private teaching.

According to Duman (1984), it was suggested that in the program of the revolutionary government established after the revolution of 1980, private teaching institutions, in general being carried out in cities, created inequality of opportunity for the students living in rural areas and also with their increasing number, adequate inspection couldn't be done on these institutions and it was proposed that these institutions should be controlled in the short-term, and closed in the long-term. In accordance with this request, in addition to the Law of Private Education Institution dated 1965 and numbered 625 to which the private education institution have been subjected, Ministry of Education introduced new regulations with various directives and regulations. But at this point when we categorize the level income of the people in form of lower, middle and upper income groups, lower and middle groups of families, with the exception of classrooms, that make up the majority have confronted the problem of inequality of opportunity in comparison with the upper income groups. In each case, children of the upper income group families have the opportunity to enter the best universities and the best departments by taking private lessons. In this case, one can conclude that not the presence of private education institutions but their absence creates the inequality of opportunity.

As Akyuz pointed out (1997), a law draft related to the closure of private education institutions was proposed for the agenda of constituent assembly in 1983. After long discussions both in public opinion and in parliament, this law draft proposing the closure of private education institutions was rejected by the Assembly. However, National Security Council adopted the closure resolution by vetoing this decision and with the issued law in 16 June 1983 numbered 2843,

banned the opening of the new private education institutions and ordered the closure of existing ones until the date of August 1, 1984.

Ozoglu (2011) expressed the reasons for demand for private education institutions as:

"The first factor explaining the orientation to classrooms among the reasons for demand of private education institutions is the Placement Test (SBS), centrally conducted and controlling the transition between the training levels, and the higher education entrance exams Transition to Higher Education Examination (YGS) and Undergraduate Placement Examination (LYS). "However, the main issue that needs to be focused on is the factors making the exam important rather than the presence of the exams. That the supply level is not equal to meeting increasing demand creates a competitive environment in higher education. But this reinforces the importance attributed to the transition examination for higher education. The second factor that causes the demand for private courses is the "defects in educational system." Competition in transition to higher education is not just only the supply-demand imbalance. Hierarchical ranking of universities and departments in terms of quality and employability of some professional groups, having social status and higher income more attract students to certain universities and certain professional groups. Similarly, although in Far eastern countries such as Japan classrooms are of quality of meeting supply-demand, that the private education sector both is more common and appeals to more younger students in these countries shows that the demand for classrooms doesn't appear only depending on the supply-demand imbalance. It can be said that the demand for classrooms in these countries bases on the idea of increasing the preferability in workplace and having a good income. According to Ozoglu (2011), among the reasons for demand for classrooms, a third issue explaining the orientation to private education institutions is the social and cultural factors. In Turkey, both parents and students perceive the private educational institutions as the key to success in particular in examinations and in general in education. "That is, in students and in parents there is a belief that without attending the classroom, being successful in examinations or in school is almost impossible."

According to data from Student Selection and Placement Center (SSPC) 2012 Transition Exami-

nation to Higher Education (YGS), in this examination: 31 thousand 249 candidate in Turkish test, 253 thousand 918 candidates in social sciences test, 870 thousand 80 candidates in basic math test, 1 million 260 thousand 795 candidates in science test could score just 4 questions and under. 50 thousand 805 candidates of 1 million 837 thousand 344 whose tests were considered valid took "zero" point. Again, according to data from Student Selection and Placement Center (SSPC) in 2011 1469 high school winners haven't got into any program. This result can be said to be a sign clearly indicating the situation of education level. At this point, as the situation comprises such unfavorable conditions in Turkish educational system, it can't be said restriction of education possibilities in terms of preparation and reinforce courses is a right approach. Without preparation and reinforce courses, the disadvantages above-mentioned will increase, which causes educational system to come to a deadlock and causes, more particularly, government and the relevant ministry fall into a more difficult situation in public opinion. In fact, it shouldn't be ignored that the classrooms have a significant contribution to prevent the level of achievement from falling further down, particularly in the Eastern and Southeastern regions. In this respect, classrooms are an important lightning rod for a potential criticism of governments and Ministry of Education in public opinion. Therefore, the closure of classrooms will make the relevant governments, especially Ministry of Education, a target.

Guclu (2012) by making such statements as "from students, teachers, tutors, parents to academics don't believe the closure of classrooms, above all in a year, except for Ministry of Education, emphasized that classrooms were a social demand. Erdogan (2012), a former president of Board of Education, by making such statements as "Even if the university quotas increase a million, there will be competition. But of course, we have the opportunity to reverse this. Despite all curriculum revisions and expenditures we have done for 10-15 years in Turkish educational system, we couldn't be successful. We don't account for this, then why are we looking for another scapegoat? The sudden closure of classrooms can interfere with the process which has improved so far, cause some irreversible damage to education system" and by emphasizing that "The main problem should be sought in educa-

tional system itself" mentioned that the closure of classrooms would cause various risks. Pehlivanoglu (2012), a President of Turkish Education Association, by expressing "Even if the classrooms become a school, the poor can't go to a private school. Classroom is a result. The state must do planning to eliminate this reason", has emphasized that classrooms have a functional structure for providing equality of opportunity. Yucel (2012) saying that "By closing the mechanic, the traffic accidents cannot be prevented", emphasized that the reasons for the closure of the classrooms which were not a reason but a result didn't have a realistic grounds.

Ozturk (2012) expressed his opinions on the closure of classrooms by saying; "Behold, there was a free market economy, a freedom of entrepreneurship in Turkey! If someone wants to sell information, complying with the terms, and someone wants to come and buy this service, what's to prevent this? In this case, close the furnaces because they are the rival of 'Public Bakery', close the construction firms saying they are competing with TOKI (Housing Development Administration of Turkey). Is that right? However, the opposite should be done. TOKI and Public Bakery must also compete. They shouldn't press the private sector with the unfair state support. Aribogan (2012) by saying that the negative opinion about classrooms is a reflection of the general reaction to educational system, stressed that classrooms were not a reason but a result and even in the event of the removal of the central examination, some universities will be demanded. Also, he emphasized the difference between regions in terms of education, the opportunities that the children of rich families have and in the event of the central examination, the removal of classrooms cause nothing but to prevent, especially poor children. Koprulu (2012) expressed his doubts about the transformation of classrooms into the private school, by stating "our existing private schools run at 50 per cent capacity. Then, the government says as a model "we encourage existing schools in the first place". There are also some people criticizing the idea that the classrooms don't spoil the equality of opportunity, on the contrary they appeared as a result of equality of opportunity existing for a long time. These criticisms are that all kinds of private education are more easily accessible to wealthy families with high socioeconomic status and private schools have a negative impact

on equality of opportunity (Baloglu 1995: "Courses Chronic" 2010).

According to Baloglu (1995; TED 2006) and Oncu (2010; TED 2006: 15), those who want the removal of preparation and reinforce courses suggest that students taking lessons both in school and in classrooms enter into an intense pace of studying at a very early age, which negatively affects the social life of both students and parents, that especially during exam preparation, depending on exam anxiety, students being torn between school and classrooms are isolated from social life by being converted into almost a "horse race" or "test machine" and that with school and classroom, students worn mentally and physically. On the other hand, Eris (2012), member of Council of Higher Education (YOK) by suggesting that the classrooms have completed their mission and should be closed down, expressed that "Classrooms should serve as school so that we can make up for our shortcomings and increase our schooling rates. Presence of classrooms means that secondary education doesn't do its tasks. It can be said that this idea contradicts with the idea that "classroom is a result of education system and a reflection of the balance between supply and demand".

Torun (2013) has expressed his opinion about the classrooms by saying: "Classrooms, at this point, deprive young people of thinking, analyzing and synthesizing, expressing their thoughts in a civilized manner and the courage of initiative. In this sense, classrooms not only waste a resource about 2 billion TL (Turkish currency) but also make our children anomaly. In the information age, imposing rote/ knowledge to the children cannot be advocated. Children preparing for the tests are not learning. Ersoz (2012) emphasized that classrooms negatively affected the credibility of school, but they also are the products of existing system, by expressing "With classrooms, equality of opportunity in education and training further degraded and they paved the way for the end of trust to a great extent. Heaven knows why, while a teacher teaching in a school is ignored, the same teacher can be introduced as a very important person after an agreement with a classroom. Classrooms should be removed definitely. However, as well as the removal of classrooms, it must be taken into consideration the fact that our students are considered as race horse and compelled to run from one test to another, so all of the higher school

and university entrance examinations should also be removed, because these examinations make the presence and formation of the classrooms necessary. As a result of the removal of the classrooms, the need for private courses will decrease, in one sense, will provide a self-removal.

In the Tenth Development Plan of the Ministry of Development, It is stated that factors giving rise to the emergence and improvement of classrooms should be examined rather than developing policies aimed at directly classrooms. Especially the main problems in education system should be addressed, discussed, first of all, why the students and parents went towards the classrooms and the contributions of the classrooms to the students should be analyzed very well with the scientific studies. Considering the issues such as the human rights, right to education stated in the constitution, the basic principles of the Basic Law of National Education, freedom of enterprise, European Union norms, it is not possible to legal restrictions such as the closure of the classrooms. It can be said that demand for the classrooms results from not only an idea of compensating for lack of knowledge but also an idea of entering a better university. As a matter of fact, our research findings showed that during the preparation of YGS and LYS examinations, students studying in science high schools, Anatolian high schools and colleges demand for classrooms and have positive perception about classrooms.

MATERIAL AND METHODS

Research Design

This research was dealt with quantitative method. A questionnaire was practiced to the students by using Survey method (likert-five scale). Quantitative research provides the researcher to develop an objective perspective because it allows him or her to look outside events and phenomenon (Balci 2011; Creswell 2012).

Working Group and Data Collecting

The questionnaire was carried out among the 1st class students (freshman) in the private and state universities in Istanbul. To collect research data we got permission from Yildiz Technical University, Institute of Social Sciences. Some uni-

universities didn't give permission for research with different reasons. Total 3321 people, 2327 male and 994 female, participated in the questionnaire. Participants' average age is 19.5. Collecting research data and their analysis were conducted in January and February 2013.

Data Analysis

A questionnaire, containing 35 proposition, was applied, based on five-point Likert rating scale. In the questionnaire some variables are also included such as gender, type of school they graduated (Science and Anatolian high school and private schools, public schools and vocational high school), whether they went to classrooms or not in the process of preparation for the exam and if they ranked in Turkey score degree in YGS and LYS examinations (being among the first 1000 students). Questionnaires were assessed by computer reading. Data were evaluated in SPSS 17.0 by taking from digital media. Results were interpreted by calculating means and standard deviation values of each item.

Validity and Reliability

Following pilot study, Cronbach's Alpha (internal consistency coefficient) the scale of classrooms perception were found very high as 0.96 (Table 1). It was determined that the students participating in study understood correctly 35 expression in the scale and objectively responded. In accordance with these results, it can be

Table 1: Reliability statistics

<i>Cronbach's Alpha</i>	<i>N of Items</i>
0.962	35

said that classroom perception scale can be applied on the actual sample without reducing the number of questions and changing the expressions. After the pilot study, descriptive (exploratory) factor analysis method was applied to demonstrate the validity of classroom perception scale. As a result of Barlett test, it was found that there was a relationship between the variables in factor analysis ($p=0.000<0.05$). As a result of test it was determined that ($KMO=0.936>0.60$) sample size was sufficient for the application of factor analysis. The structure of relationship between factors remained same by choosing the Varimax method in the application of factor analysis. It is understood that Alpha found in terms of its reliability and the scale used according to the explained variance value was a valid and reliable instrument.

FINDINGS

Statistically, classroom perception shows a significant difference in terms of gender ($p=0.01<0.05$). Girls (2.08 ± 0.73) have more positive perception about classrooms than boys do (2.15 ± 0.75) (see Table 2).

Statistically, classroom perception shows a significant difference according to the type of schools ($p=0.00<0.01$). Those studying in Public

Table 2: Classroom perception according to independent variables

		<i>N</i>	<i>Average</i>	<i>Std.deviation</i>	<i>t</i>	<i>p</i>
<i>Gender</i>						
Classroom perception	Male	2327	2.15	0.75	2.49	0.01
	Female	994	2.08	0.73		
<i>Type of school</i>						
		<i>N</i>	<i>Average</i>	<i>Std. deviation</i>	<i>K-W</i>	<i>p</i>
Science/Anatolian high School	1719	2.21	0.77	42.63	0	
Private high school						
Public school	999	2.04	0.69			
Vocational high school	517	2.07	0.77			
Total	3235	2.14	0.75			
<i>Going to Classroom or not During the Examination process</i>						
		<i>N</i>	<i>Average</i>	<i>Std.deviation</i>	<i>t</i>	<i>p</i>
Classroom perception	Going	3020	2.11	0.74	-5.71	0
	Not going	233	2.43	0.83		
<i>Ranking or Not in Turkey Score Degree</i>						
		<i>N</i>	<i>Average</i>	<i>Std.deviation</i>	<i>t</i>	<i>p</i>
Classroom perception	Available	356	2.23	0.83	2.49	0.01
	Not available	2965	2.12	0.74		

school (2.04 ± 0.69) have more positive perceptions of classrooms than those studying in Science/ Anatolian High School (2.21 ± 0.77) have and those studying in Vocational High School (2.07 ± 0.77) have more positive perceptions of classrooms compared to those who study in Science/ Anatolian / Private High School do (2.21 ± 0.77).

Statistically, classroom perception show a significant difference depending on whether to rank in Turkey score degree or not ($p=0.01 < 0.05$). Those who don't have a score degree (2.12 ± 0.74) have a more positive perception of classroom than those who have a score degree do (2.23 ± 0.83).

In this research aiming to demonstrate what the perception of preparation and reinforce courses (classroom) is and to contribute to look at the classroom phenomenon with a more objective approach in Turkey, the findings on the demographic characteristics of the participants and the scale of classroom perception were presented. In this section, by taking into account factor analysis, tables are included regarding the descriptive data from the scale of classroom perception. The findings are interpreted by analyzing the items where the students' opinions differ at most and at last about the items in each di-

mension and in which the participation is the highest and the lowest.

These results draw the attention: the Item students' opinions differ the most is the 6. Item "It is not possible to attain the goal without going to classroom" ($SS= 1.36$). The item students 2 opinions differ at least is 8. Item "Classrooms allow making new social circles as well as making up shortage" ($SS=.93$). When we examine the Table 3, the item having the highest participation level is 1. Item "Classroom are "the result" of Turkish education system and emerged as a result of need" ($=4.35$). However, item having the lowest level of participation is 6. Item "It is not possible to attain the goal without going to classroom" ($= 2.99$).

Participants see the classrooms as a result of Turkish education system and as institutions having emerged due to a need. The research of OZDEBIR about the classroom perception, more than half of the participants believe that classrooms offer a higher quality education than schools and 2 of every 3 candidates believe that to be successful in the exam classrooms are necessary. At the point about "Function and Reason for Being of Classrooms, participants reported positive opinion about the following propo-

Table 3: Function and reason for being of classrooms

Item No.	Function and reason for being of classrooms	X	SS
1	Classrooms are "the result" of Turkish education system and emerged as a result of need.	4.35	.96
2	Classrooms are more efficient for guidance and motivation of the students than schools	4.09	1.09
3	Students who don't take the support of classrooms experience stress during the examination process.	3.63	1.22
4	I think that classrooms offer higher quality education	3.93	1.14
5	If there weren't classrooms, the quality of university students would be further below the current level	3.64	1.26
6	It is not possible to attain the goal without going to classroom.	2.99	1.36
7	The statements of the students having ranked in Turkey degree " we owe the major part of our success to classroom" show the education quality in classrooms.	3.66	1.26
8	Classrooms allow making new social circles as well as making up shortage.	4.10	.93
9	40% of Japanese and 70% of South Korean higher school students' demands for classroom shows that the classroom is a global phenomenon.	3.75	1.06
10	Students go to classrooms because of the examinations, limited quotas, educational differences between the regions and the rivalry.	3.96	1.05
11	Demands of Science and Anatolian High School students for classrooms base on making up storage and increasing the preferability in the workplace.	3.80	1.07
12	I don't believe that the reason for absenteeism in school is the classroom.	3.70	1.26
13	I believe that classrooms are not an alternative to the schools but they carry out a complementary mission of school	3.90	1.16
14	Understanding of private sector, customer satisfaction and the logic of competition lie under the education quality of the classrooms.	3.90	1.11
<i>Average point regarding the Function and Reason for Being of the Classrooms</i>		3.80	.78

sitions by saying that classrooms have a positive function. Participants of the survey see the classroom education as a global phenomenon. In the Assembly of Turkey Education Sector Report of TOBB (2011) has given place to the idea that in many countries around the world, classrooms are these institutions supporting formal education as an educational institution. Also, in this study it was concluded that examinations, limited quotas, educational differences between the regions and the competition were effective in the demand for classrooms.

The item students' opinions differ at most is 2. Item "With the closure of classrooms, the lower and middle income groups will be deprived of the chance of good university and good department" (SS= 1.30); however, the item students' opinions differ at least is 4. Item "It is an advantage for the economy of the country that classrooms supply about 100 thousand employment." (SS=1.03) (Table 4). Item has the highest participation level "It is an advantage for the economy of the country that classrooms supply about 100 thousand employment." (=3.96); whereas 5. Item has the lowest level of participation "I don't think that 2 million of 16 million students attending classrooms is a very high number considering the total number of the students". (= 3.63).

On the other hand, participants stated that It is a very important contribution of classrooms sector bringing a economic viability by 4 billion pounds to markets for the economy of the country, classrooms supply about 100 thousand employment, which must be considered as an advantage for the economy of the country, they don't find that 2 million of 16 million students attending classrooms is a very high number considering the total number of the students. Also,

they emphasized that the event should be approach from the point of view whether the classrooms can be closed rather than saying "close" them, with the closure of the classrooms quality of education will not increase but rather decrease.

The students' opinions differ at most is 2. Item "I believe that with the closure of classrooms, the quality of education will decrease rather than increasing" (SS= 1.24); while the item students' opinions differ at least is 3 "The matter of closure should be addressed and assessed, in the first place, by the universities and academic circles" (SS=.97). In Table 5, the 3th Item having the highest level of participation "The matter of closure should be addressed and assessed, in the first place, by the universities and academic circles." (=4.11); and 9. Item with the lowest level or participation "With the closure of classrooms, the right to education stated in The Basic Law of National Education and the constitution has been overlooked" (= 3.73) draw the attention.

Participants stated that the matter of closure should be addressed and assessed, in the first place, by the universities and academic circles, closure of the classrooms with a sudden decision is not a ethic, democratic and legal approach, with the closure of classrooms people are forced to take private lessons, and closure of the classrooms will put Ministry of National Education into trouble in public opinion in terms of education quality.

Students' opinion differ most is 3. Item "Classrooms support the students in rural areas in economical and educational terms by giving them scholarship." (SS= 1.18); however, item students' opinions differ at least is 2. Item "Students experience a stressful process because of

Table 4: Economical factors

Item No.	Economical factors	X	ss
1	I am of the opinion that supporting private schools 40% of which is empty before classrooms are converted into private schools will be a more accurate approach.	3.81	1.19
2	With the closure of classrooms, the lower and middle income groups will be deprived of the chance of good university and good department.	3.74	1.30
3	It is a very important contribution for the economy of the country of classrooms sector bringing an economic viability by 4 billion pounds to markets.	3.85	1.10
4	It is an advantage for the economy of the country that classrooms supply about 100 thousand employment.	3.96	1.03
5	I don't find that 2 million of 16 million students attending classrooms is a very high number considering the total number of the students.	3.63	1.19
<i>Average Point Regarding Economical Factors</i>		3.79	.89

Table 5: Closure of the classrooms

<i>Item No.</i>	<i>Closure of the classrooms</i>	<i>X</i>	<i>SS</i>
1	The event should be addressed from the point of view that "Can the classrooms be closed? "rather than saying " close" them.	3.98	1.11
2	I believe that with the closure of classrooms, the quality of education will decrease rather than increasing	3.76	1.24
3	The matter of closure should be addressed and assessed, in the first place, by the universities and academic circles.	4.11	.97
4	Closure of the classrooms with a sudden decision is not a ethic, democratic and legal approach.	3.99	1.16
5	With the closure of classrooms people are forced to take private lessons.	3.92	1.21
6	Closure of the classrooms will put Ministry of National Education into trouble in public opinion in terms of education quality.	3.82	1.16
7	In 1994, the number of students entering university was about 3-4, while with the opening of classrooms, today, this number is about 400. Accordingly, the mission of classrooms is positive, especially during the terrorism process.	4.00	1.12
8	The protection of these institutions should be a state policy so that young people will not be deprived of education and not be exploited by terrorist groups.	3.83	1.21
9	With the closure of classrooms, the right to education stated in The Basic Law of National Education and the constitution has been overlooked	3.73	1.18
10	Closure of the classrooms shows that freedom of private enterprise has been ignored.	3.80	1.15
11	Closure of the classrooms causes classrooms education under the counter, lack of inspection and tax loss.	4.03	1.11
12	I don't find that the closure of classrooms is logic from the pedagogical point of view and the attempt to closure is significant.	3.83	1.21
13	Closure of the classrooms will give rise to equality of opportunity for the students especially in rural regions.	3.93	1.22
<i>Average Point Regarding the Closure of Classrooms</i>		3.89	.90

Table 6: Testing system

<i>Item No.</i>	<i>Testing system</i>	<i>X</i>	<i>SS</i>
1	Instead of central examination, that the universities accept the students through the principles they will determine will cause various ideological approaches, moral and legal problems	3.98	1.17
2	Students experience a stressful process because of the preparation for exams being carried out in the last years of the school, parents' attitudes and the competition.	4.22	1.01
3	Classrooms support the students in rural areas in economical and educational terms by giving them scholarship.	3.95	1.18
<i>Average Points Regarding Testing System</i>		4.04	.90

the preparation for exams being carried out in the last years of the school, parents' attitudes and the competition" (SS=1.01). In Table 6, 2nd item having the highest level of participation "Students experience a stressful process because of the preparation for exams being carried out in the last years of the school, parents' attitudes and the competition" (=4.22); and 3. Item with the lowest level of participation "Classrooms support the students in rural areas in economic and educational terms by giving them scholarship." (= 3.95) draw the attention.

Participants stated that Instead of central examination, which the universities accept the students through the principles they will deter-

mine will cause various ideological approaches, moral and legal problems. In the research of OZDERIR (2012) on classrooms perception, the majority of the candidates (56%) prefer central examination instead of applying individually to the universities; they are of the opinion that the system taking the place of central system will not be fair. In this research, participants stated that Students experience a stressful process because of the preparation for exams being carried out in the last years of the school, parents' attitudes and the competition. Also, they emphasized that Classrooms support the students in rural areas in economical and educational terms by giving them scholarship.

In addition, participants stated that they find the mission of classrooms favorable in the terrorism process and the protection of these institutions should be a state policy so that young people will not be deprived of education and not be exploited by terrorist groups in these regions. On the other hand, participants emphasized that they don't see logical the closure of classrooms from the pedagogical and scientific point of view, the closure of the classrooms will give rise to equality of opportunity especially for the students in rural areas. In a similar research done by *Hurriyet Newspaper*, in the survey voted by 58 thousand 713 people, to the question asked participants "Do you support the removal of classrooms?" 68,9 % answered as "I don't support" and 31,15 answered as "I support"

DISCUSSION

According to research results, one should see the classrooms as a result of "Turkish educational structure" and as reinforcing and complementary formations not as an alternative to the schools. In this respect, seeing them as complementary institutions will be a healthier and more realistic point of view. Also, it is necessary to address classrooms as institutions emerging on supply and demand rather than handle the matter with the alleged that they exist with the concern somehow.

Approaching the issue by asking "with which methods and application can these institutions have this performance? and good criticism of the system in classrooms as a role model to look for a solution to the failure in the school is a more useful and realistic approach, by following the findings that classrooms are more effective in guidance and motivation of the children than schools.

Although it is said that testing system is not a healthy process, it can be said that in the absence of a testing system in the communities of low level of education, existing quality will fall down further below. Even if there weren't a testing system for accepting students in Turkey, it is clear that the number of students who cannot even score 4 net point in YGS or LYS exams with the education they took in primary and secondary school, would increase further. (in 2012 YGS exam, 50 thousand 805 of 1 million 837 thousand 344 candidates whose tests were considered valid took "zero" point.) Similarly, all students

are in the effort to increase their level of achievement with their own means to win a better university and a better department. In this respect, while a system based on an examination is criticized, it can be said to prevent the level of success from falling further below especially in the communities of low level education. In this respect, But for classrooms, the quality of university students would be further below the current level which we aren't pleased to and would also be more gloomy.

On the other hand, at the time when the classrooms weren't common, people with higher income had the opportunity for their children entering university with the help of private lessons. Smart but poor students, who couldn't take a good education because of the situations of Ministry of Education, couldn't go to their ideal university. Therefore, the inequality occurred in terms of entering university. But with the introduction of classrooms Anatolian people also had the opportunity of sending their children to the best departments. In this respect, classrooms offer the possibility for "equality of opportunity" by contributing poor students to take better education, by removing education to the farthest towns. Thanks to classrooms, those who aren't of a good economical condition had the opportunity of preparing their children for the exams in this competitive environment. With the closure of classrooms these people will lose the equality of opportunity because they don't have the possibility of taking private lesson. In this respect, the point of view on the closure of classrooms must be reviewed to determine who will actually suffer and who are the actual sufferers. Thus, one must behave according to the result that classrooms are the institutions offering equality of opportunity instead of causing the inequality of opportunity.

As long as there is quotas limitation for entering university and the education level continues in its current course, the need for classroom will also remain. It is possible to reduce the demand for classrooms by only eradicating the need of classrooms, not by closing them forcefully or aggravating the laws. In this respect, a reconstruction process must be followed by taking into account the modern educational institutions, educational structures of developed countries, student-based training processes, learning principles based on making-living, cooperation-based teaching processes rather than competi-

tion in order to base Turkish National Education on a better foundation.

One cannot ignore the effect of classrooms, schools and etude on preventing terrorist organizations which leave untrained, deceive and exploit the people of East and Southeastern Anatolia from using young people with bad intention and thus removing them easily to the mountain. It is well known that the education is the biggest obstacle for terrorism in this issue. In this respect, it must be a state policy that the classrooms should be supported by taking into account their role in such a critical process in mentioned regions. In these regions, one has to choose the way of supporting all educational activities given the presence of people with one son is in a mountain and a son is in a school. Contributions of classrooms in this critical process should be well analyzed sociologically. The closure should be evaluated within the framework of data obtained from healthy information of bureaucrats working in the area, soldiers, opinion leaders and notables of the public as to what the functions of classrooms are and how they are perceived in the east and southeast.

CONCLUSION

In the field of education, in developed countries such as Japan, South Korea, Australia, Spain, Italy, Israel and Greece, there are courses aiming at reinforcing the teaching process. For example, in Greece about three thousand reinforce courses are available supporting secondary and high school. In this respect, according to the result of the research, classroom education should be seen as a global phenomenon and the issue should be approached globally by considering the fact that classroom education is not only an institution seen in the regions having low level of education. Because the participants didn't find the demand for the closure of classrooms logical and significant in scientific and pedagogical respect, the issue of closure is required to examined again in the scientific and democratic context.

The expenditures for children are the most meaningful and vital expenditures according to families. Families do all kinds of sacrifice financially because they are in the attempt to rescue the future of their children. It would be a more sensible approach to assess as: "If the expenditures on classrooms create a discomfort, then

why do not schools offer quality education? There aren't adequate educations in school and we have limited opportunities, so why do we have to spend these limited opportunities for the future of our children? Then why do we have schools?"

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